

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crockerton Church of England Primary School

Vision

"Be Joyful, Grow to Maturity, Encourage One Another, Live in Harmony and Peace," 2 Corinthians 13:11

Crockerton Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Joy is abundant in the life of the school. Pupils delight in learning the interesting curriculum and creating fun as they play together in the 'friendship forest'.
- Leaders at all levels use the vision as the touchstone for strategic decision making. Robust monitoring and evaluation allow the school to reflect on successes and act to overcome challenges.
- Religious education (RE) is thoughtfully planned. As a result of the well-taught curriculum pupils grow to a mature understanding of a range of faiths and the diversity within them.
- Pupils and adults work and play harmoniously together. They build strong and respectful relationships.
- Moments of awe and wonder are woven into the everyday life of the school. Pupils and adults make use of the natural world to enable contemplation and reflection.

Development Points

- Develop a clear understanding of justice so that pupils can reflect on this within their lives in school and beyond.
- Develop the RE curriculum so that over time pupils build their understanding of non-religious world views.



Inspection Findings

The school has chosen a clear and simple verse from the Bible to be the basis for its life and work. Right from the start of Reception Year, pupils develop a solid understanding of the vision and what it means to them as a school. Displays in each classroom use pictures and words to break the vision down into its key elements. Teachers regularly refer to them. This means that the vision is known throughout the school. Governors use questions based on the vision as part of their strategic decision-making processes. For example, they consider if changes/actions are likely to bring more joy to the life of the school. Leaders regularly monitor and evaluate the impact of the vision. They use this information to plan the next steps for school improvement.

Pupils learn to encourage each other through the curriculum. The school has adopted an approach to reading that involves the whole class. Leaders choose exciting books with diverse characters and themes. These enable pupils to learn about a range of cultures and perspectives. The whole class, including the teacher, read together. Pupils rightly recognise that this encourages them to 'have a go' and learn new vocabulary and public speaking skills. The school uses the values that support the vision to design and implement the personal, social, health and economic education curriculum. For example, pupils in the Reception Year learn about how to make and shape friendships. This is then revisited as they move through the school. The importance of compassion for yourself is part of the approach to positive mental health. Pupils know and recall their learning. Adults throughout the school have a clear understanding of spirituality. They use this to weave moments of peace and reflection into the ordinary day. These range from watching and waiting for a rhododendron to flower to observing and drawing cloud formations.

Daily collective worship is central to the understanding of spiritual flourishing. Pupils and adults share times of joyful singing and explore a carefully chosen Bible story over the course of the week. Pupils consider how they might have reacted if they had been present as Jesus healed the blind man or calmed the storm. This approach enables pupils of all faiths and none to think deeply about the teachings of Jesus. Pupils and staff consider the beauty and possibilities of the human world and beyond as they discuss their ideas with those around. The school has long-standing ties with local church communities. The annual carol service is an exuberant celebration of this. New links with an additional Anglican church has enhanced the pattern of worship by adding a different perspective on the Bible story of the week. The whole school community celebrates the vision and values at the end of each week. Pupils congratulate each other on achieving recognition for showing the vision in action. Teachers talk about the ways they have seen a specific value being lived out in their class that week. As a result, pupils take the relevant 'value acorn' to display for the week ahead.

Harmony is the hallmark of the relationships at Crockerton CE Primary School. Staff model the vision and values of the school. Staff walks and trips out cement friendships and build the team ethos. Pupils and staff develop warm and appropriate relationships. These enable pupils to share their thoughts, joys and concerns. Those pupils who have special educational needs and/or disabilities (SEND) are nurtured through caring conversations. Leaders make sure that they, and their families, can express their opinions. Staff are then able to support pupils when things are tough and celebrate when things go well. Leaders have thought carefully about how pupils build and maintain relationships. The 'friendship forest' encourages pupils from all year groups to play creatively together. They build dens, dance, write stories, make mud pies and much more besides. Pupils use the friendship bench to make sure that there is always someone to play with. Parents are rightly appreciative of the care and welcome that staff extend to the wider community.



Pupils learn about responsibility throughout their time at Crockerton CE Primary School. House captains organise key parts of the school day. Pupils in Year 6 relish the responsibility of being a 'buddy' to a pupil in the Reception Year. On regular whole school walks, they partner together and learn more about each other through conversation and games. These walks have inspired pupils to work together to combat litter. They wrote letters to the local council to encourage the regular emptying of bins. Pupils learn about those people who have been courageous advocates for change in the past. As a result of a teaching unit, pupils are passionate advocates for fair trade. They explain how other trade systems can be unfair to farmers and producers. This unfairness can affect communities worldwide. Pupils grasp the concept of injustice and action well. However, their understanding of Christian justice, where amongst other things everyone receives what is rightfully due, is quite limited.

Pupils develop a mature understanding of a range of faiths because of the well-planned and sequenced RE curriculum. It meets the expectations of a Church of England school. Leaders have identified the key knowledge that they want pupils to acquire over time. As a result of the sequential approach, pupils can link their learning. They explain how what they learned about the Hindu dharma in Years 3 and 4 is developed in Years 5 and 6. An explicit approach to the teaching of vocabulary means that pupils use technical terms with confidence. Regular RE days develop particular themes. Pupils explain confidently that although people are of the same religion, they may worship or act in different ways. The recent 'Experience Easter' whole day, whole school event in a local town enabled pupils to consider how different Christian denominations approach worship. At present, there are limited opportunities for pupils to consider non-religious worldviews.

RE is taught effectively by a team of well-trained teachers. They benefit from high-quality training both in school and from the diocese. This enables them to deliver the curriculum with confidence. They check what pupils can recall from their prior learning and experience and use this to shape the lessons. Collaboration with other local schools deepens teacher knowledge and the accuracy of assessments. Teachers use big questions in lessons and pupils respond with thoughtful and balanced responses. Pupils recognise that they have a right to their own opinions, but a responsibility to be respectful as they express them.

Information

Address	Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB		
Date	9 May 2025	URN	126318
Type of school	Voluntary Aided	No. of pupils	95
Diocese	Salisbury		
Headteacher	Nic Ilic		
Chair of Governors	Gussie Kerr-Bonner		
Inspector	Lizzie Jeanes		